DOCUMENT RESUME

ED 273 232 HE 019 648

AUTHOR Theede, Marcy P.
TITLE Improving Education through Greater Partnerships with Business and Industry.
PUB DATE Nov 85
NOTE 12p.; Paper presented to the Annual Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 1985).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Business Responsibility; *College Role; *Cooperative Programs; *Educational Quality; Financial Support; Higher Education; Human Resources; Improvement Programs; Industry; Program Development; Program Evaluation; Program Implementation; Research and Development; *School Business Relationship; Staff Development

ABSTRACT

Perspectives on a greater partnership between education and business/industry are offered. The goal of this partnership is to achieve educational excellence. To accomplish this, greater participation of business and industry in the universities' educational preparation programs is needed. It is necessary to define role responsibilities for a mutually beneficial and functional relationship, plan specific strategies whereby various role responsibilities result in desired outcomes, develop sample application models that support the partnership philosophy, and evaluate by applying relevant criteria. Dimensions of the partnership need to be negotiated, including fiscal support, material/equipment, personnel resources, staff development, research and development, and handling new information. The planning process for a productive partnership would involve developing: a philosophical base for the agreement, parameters of the relationship, general goals, role responsibilities, and an action plan. Implementing the plan and applying evaluation criteria complete the process. It is emphasized that the excellence needed to improve education depends on a greater partnership with business and industry. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED273232

Northern Arizona University · FLAGSTAFF, ARIZONA 86011

OFFICE OF THE VICE PRESIDENT
CENTER FOR EXCELLENCE IN EDUCATION

NATIONAL COUNCIL OF STATES ON INSERVICE EDUCATION

10TH ANNUAL NATIONAL CONFERENCE

NOVEMBER, 1985

DENVER, COLORADO

Presentor: DR. MARCY P. THEEDE, Assistant to the Vice President

Topic: Educational Reform: What Is Needed?

Title: IMPROVING EDUCATION THROUGH GREATER PARTNERSHIPS WITH BUSINESS AND INDUSTRY

Author: Dr. Marcy P. Theede

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marcy Theede

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 019 648

BEST COPY AVAILABLE

INTRODUCTION

In 1983, numerous studies cited the need for the American Educational System to improve and respond to the impending needs of change. Not only were the needs for improvement and keeping up with the pace of change emphasized but, the challenge was echoed for education to implement reform recommendations necessary for establishing a functioning partnership with available community resources.

The message was clear, we were in danger of becoming a "Nation at Risk" and a major reorganization of our educational system was necessary. Direction was specific, the reorganization must provide for greater networking between education and business/industry. Now it is anticipated that this networking, or new "partnership," will be a major key in assisting our educational system to serve students' changing needs and build a stronger foundation for society's economic and social progress.

At Northern Arizona University the traditional College of Education was abolished and the Center for Excellence in Education was established. This reorganization was designed around the concept of a team leadership matrix whereby faculty expertise and community resources can more effectively contribute to the development and implementation of high quality professional programs and services. A university partnership with business/industry is the focus of this paper and will explain the multi-faceted dimensions of a functional relationship.

This nation's educational system, from local school districts to institutions of higher education, has been challenged to improve, be accountable and achieve excellence. The first half of the 1980's has focused on recognizing and defining the many needs for educational improvement. We can probably predict that after this review and examination period, educators will spend the next half of this decade emphasizing the **what**, **who** and **how** in their educational improvement activities.

Typically, it can be noted that change rarely occurs without trying new approaches, developing new role responsibilities and recognizing the emergence of new horizons. And, while coordination between business/industry and education is not necessarily a new approach, it will require that new role responsibilities be defined so desired outcomes are realized. Basically, the goal is to improve education, and achieve greater heights of excellence in education. For this goal to become a reality, there will need to be greater participation of business/industry in the universities' educational preparation programs. To evolve as an effective and productive process, a shared philosophy between business/industry and education must identify a logical starting point for "New Horizons In Education Preparation Programs Through Greater Partnerships With Business/Industry."

The philosophy can best be explained by defining this greater "partnership" as a beneficial, multi-faceted and functional relationship between business/industry and education. This relationship is based on

serving the needs of each partner through wise planning and use of available resources to produce mutually beneficial outcomes. The general goals include:

- ° improve education,
- ° increase involvement of business/industry in our universities' educational preparation programs,
- ° and produce mutually beneficial outcomes.

Given agreement that these general goals establish **what** must be accomplished, and the partnership between education and business/industry identifies the **who**, we proceed to the challenges of **how** by:

- ° **defining** role responsibilities for a mutually beneficial and functional relationship,
- ° **planning** specific strategies whereby the various role responsibilities result in desired outcomes,
- ° **developing** sample application models which support our partnership philosophy and,
- ° **evaluating** by applying relevant criteria.

In brief, role responsibilities between education and business/industry frequently characterize business/industry as the success model, providing special interest support to education. In most instances this approach has not resulted in a long range, mutually beneficial and functional relationship between the partners and, in part, may be a probable cause for the public cry that it is time for education to put its house in order.

Before role responsibilities between business/industry and education can be defined, specific dimensions of the partnership need to be agreed upon. As a means to conceptualize these parts into a functional process, the following chart presents a typical interaction pattern, and the flow of production to represent the resulting mutual, or singular benefits.

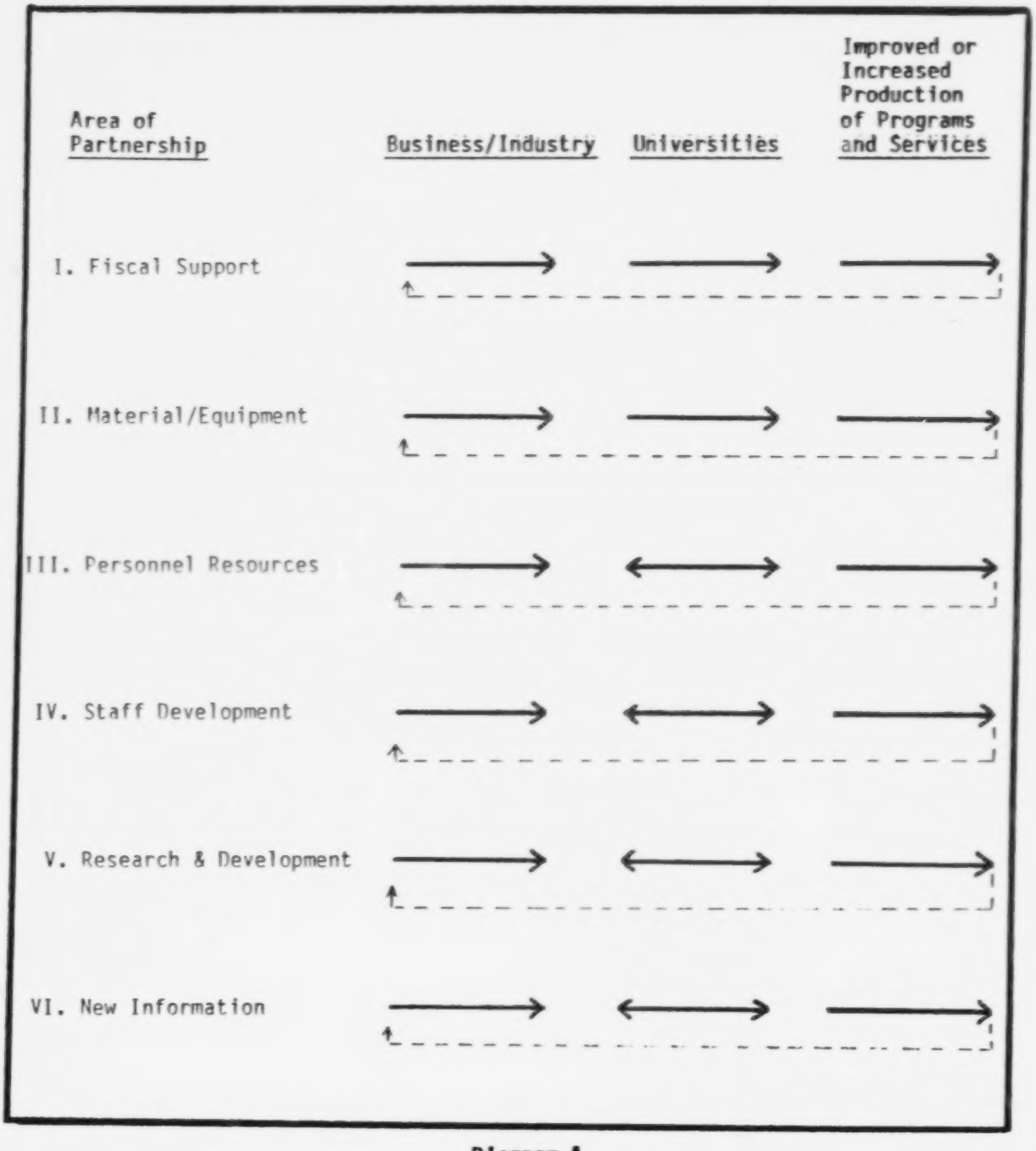

Diagram A

A fiscal support partnership, unless well planned and executed can result in minimal effectiveness of short duration. To avoid less than satisfactory production, adequate communication must exist between all parties involved. The participants' expectations and contributions have to be mutually agreed upon and thoroughly understood. A plan for accountability to produce the desired outcomes of mutual benefit is the key to the success of this partnership.

The material/equipment area of partnership, while characterized by fewer ambiguities, could also result in dissatisfaction by the participants if adequate plans and expectations are not declared. For instance, this is a frequent arrangement in vocational programs where companies contribute equipment to assist educational institutions in developing programs to produce personnel prepared to function in a particular marketing, maintenance or service capacity. Today, more and more businesses are providing specialized education to their personnel. What this means to the educational system is that business may be getting a better return on their education dollar by putting a percent of their resources into "company education" rather than into public education.

Personnel resources should be a major area of interaction and reciprocity between universities and business/industry. Essentially, each partner should be equipped with an abudance of both expertise and need. Interaction between participants has to function as a catalyst to facilitate the delivery of programs and services necessary for keeping up with the pace of change. This relationship will become even more critical as society moves from the industrial age into the age of information and increased uses of technology.

Like personnel resources, staff development addresses the need to "keep up" with change. Many businesses provide hallmark programs to give universities an extra boost frequently denied by their other support bases. Two of these outstanding programs include IBM's Education Executive Program and Higher Education Executive Seminar. Likewise, universities sponsor many special topic seminars and institutes. Typically, this category of partnership tends to be the most successful because it requires specific planning to happen and accountability if it is to be repeated.

The research and development activities depend, to a great extent, on viable relationships between universities and business/industry. However, we are seeing these efforts increase in the business/industry settings while declining at the universities. A variety of conditions have contributed to this predicament. Some of the major causes have been identified as; declining resources for universities to have sufficient research equipment, lack of university expertise to administer productive research projects and lack of university accountability and production to acquire the needed support for viable research activities. If new information is to be properly disseminated and contribute to our social and economic progress, then our universities and business/industry will have to establish mutually beneficial relationships in research, development and effective handling of new information.

BEST COPY AVAILABLE

If interaction occurs in a logical sequence, the partnership efforts will determine mutually beneficial goals, the appropriate support area(s), role responsibilities for each project, the action plan, and relevant evaluation criteria. Successful businesses desire a high quality educational system in their communities, and this can be a key to the long range success of both. Major businesses of renown accomplishments apply the basic procedures of:

- setting great expectations,
- cost effective management of personnel,
- operating according to an action plan and timeline.

Therefore, it is recommended that the planning process for a productive partnership between these two entities would apply similar management principles of organization and communication. And, the cyclic interaction sequence would link each planning component as shown on Diagram B.

BEST COPY AVAILABLE

A. ESTABLISH PHILOSOPHICAL BASE
Outcome = Foundation of Mutual Agreement

B. SET PARTNERSHIP CATEGORY
Outcome = Parameters of Relationship Defined

C. IDENTIFY GENERAL GOALS
Outcome = Resulting Mutual Benefits

D. DETERMINE ROLE RESPONSIBILITIES
Outcome = WHO and WHAT are Determined

E. ACTION PLAN IS DEVELOPED
Outcome = WHO and WHAT are combined with the WHEN and HOW

F. ACTION PLAN IS IMPLEMENTED
Outcome = Production of Goals

G. EVALUATION
Outcome = Criteria is Applied to Assess Plan, Procedures and Outcomes

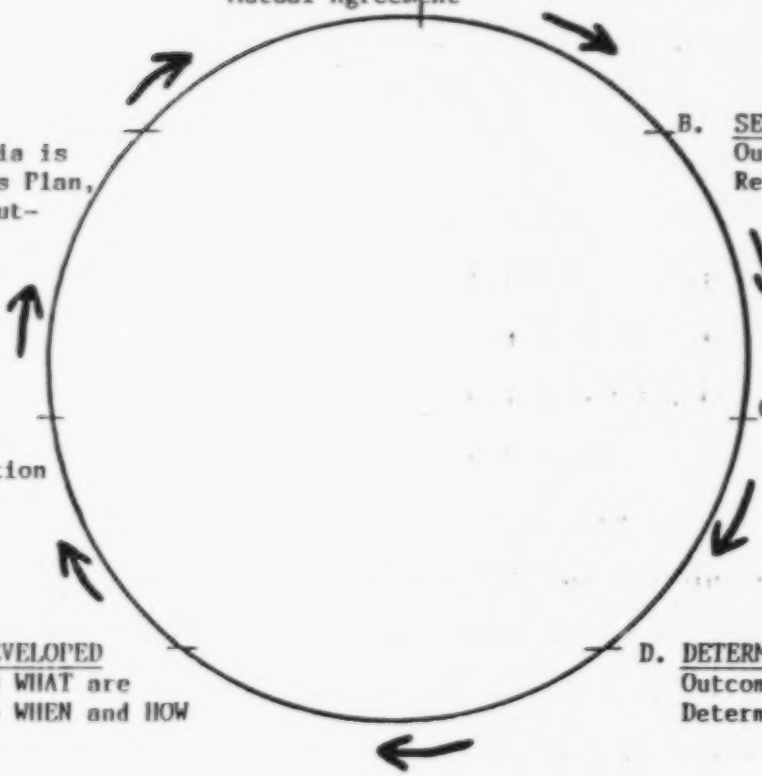

Diagram B

BEST COPY AVAILABLE

The development application models can be facilitated with an initial research investment in studying and reviewing successful prototypes. After the planning activities have proceeded through the first four stages an adequate understanding of **WHO** and **WHAT** should exist within the partnership. At this point, preliminary decisions have been made which make it possible to determine **WHEN** and **HOW** to complete the matrix of an action plan.

Once an action plan is completed, it is significant that the partner participate in determining the evaluation criteria. This last stage can be the greatest test of the philosophical base. Because it can cause or require substantial modification in the partnership relationship, it needs to function as the continuing link in the planning cycle.

What might all this mean? From the university perspective, it means that improvement requires change for only through change can we improve. Secondly, the charge for improvement, accountability and excellence in education cannot happen until excellence is established at the university level. Thirdly, the excellence needed in "Improving Education" will not happen without a "Greater Partnership with Business and Industry." And lastly, let us agree on this one point, enlightened self-interest results from helping others so if we can hold this as one meaning of professionalism, then we will strive to meet this new challenge for excellence.

Bibliography

Arizona Department of Education. Effective Schools Are Arizona's Best Bet. Phoenix, Arizona: Office of the Superintendent of Education (November, 1983).

Boyer, Ernest L. High School, A Report on Secondary Education in America. New York: Harper & Row (1983).

Committee on Vocational Education & Economic Development in Depressed Areas. Education for Tomorrow's Jobs. Washington, DC: National Academy Press (1983).

Education Commission of the States. Action for Excellence, Task Force on Education for Economic Growth. Washington, DC: (June, 1983).

Feistritzer, C. Emily. The Making of a Teacher, A Report on Teacher Education and Certification. Washington, DC: National Center for Educational Information (1984).

Felt, Marilyn Clayton. Improving Our Schools. Newton, Mass: Education Development Center, Inc. (1985).

Instructional Research Laboratory. New Directions in Teacher Education: Foundations, Curriculum, Policy. College Station, TX: Texas A & M (1984).

Koch, James V. National Forum, The Phi Kappa Phi Journal, "Comparable Worth, Markets, and Quality in Education." Richmond, VA: Wm. Byrd Press (Spring, 1984).

Magrath, C. Peter. National Commission for Excellence in Teacher Education. (1985).

Mesa Public Schools. Good Schools Are Good Business: An Investment in the Future. Mesa, AZ: Office of Superintendent, Mesa Public Schools (1985).

Peters, Thomas J. and Waterman, Jr., Robert H. In Search of Excellence. New York: Harper & Row (1982).

Schaefer, John P. Teacher Education in Arizona: Evolution or Revolution, The Report of the Governor's Task Force on Teacher Education. Phoenix, AZ: (June, 1984).

Spady, William G. and Marx, Gary. Excellence in Our Schools: Making it Happen. Arlington, Va: AASA and Far West Laboratory (1984).

Smith, George N. The Journal of ASBA, "Preparing Educators for Tomorrow." Phoenix, AZ: (Spring, 1985).

The College Board. Academic Preparation for College, What Students Need To Know And Be Able To Do. New York: The College Board (1983).

United States Department of Education. A Blueprint for Educational Excellence, A School Board Member's Guide. Washington, DC: National School Boards Association (January, 1984).

United States Department of Education. The Nation Responds, Recent Efforts to Improve Education. Washington, DC: Superintendent of Documents (May, 1984).

Watson, Jr., Thomas J. A Business And Its Beliefs, The Ideas That Helped Build IBM. New York: McGraw-Hill (1963).